

Project title: Improving implementation of PBLs in Chiropractic program at International Medical University, Kuala Lumpur, Malaysia: Let's start with "Restaurant type" PBL

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Summary for the IMU-LTIG Report

Objective: Problem-based learning (PBL) is usually conducted as a small group learning session with about eight students per one facilitator. We propose an alternative "restaurant-type PBL" implementation method for an undergraduate chiropractic programme and determined its effectiveness for student learning.

Method: A total of six PBL cases (three PBL cases with learning resources and another three PBL without learning resources) were provided for discussion among second year students in a Chiropractic program in semester four. Students were appointed to two PBL sessions and divided into groups of four or five students per table arranged in a restaurant type format. Group discussions were not continuously supervised since only one facilitator was present. The facilitator moved between groups to ensure that participants were following instructions and helped to formulate and stimulate discussions for students to determine and select the relevant learning objectives. The student perception of this new PBL model format was assessed by using questionnaires which consisted of three domains: motivation, cognitive skill and pressure to work.

Result: Thirty of the 31 (97%) students participated in the study. The new PBL format enhanced student's motivation, cognitive skill and pressure to work significantly. The results concerning the students' perceptions of PBL with and without learning resources indicated that the students felt that PBL with learning resources increased motivation and cognitive skills. This finding suggests that students rely on the available learning resources.

Conclusion: The new PBL technique did not require additional tutors or any additional funding. The new PBL method in a classroom setting has benefits for students' learning similar to its equivalent in small-group sessions.

Objectives achievement

- **Original project objectives**

By conducting "restaurant type PBL" with and without teaching aids will improve effective delivery of PBL in medium students' size class.

- **Objectives achieved**

The new PBL restaurant-type PBL does not require additional tutors, learning spaces or funding hence it could be expanded further as a teaching learning tool within the chiropractic or other programmes. According to the results, the newly implemented PBL method has benefits for students' learning either similar if not better to the previous format.

Benefits of the Project

- **Outputs of the project and potential beneficiaries**

The newly implemented "restaurant-type PBL method in a classroom setting has benefits for students' learning similar to its equivalent in small-group sessions without requiring additional tutors or any additional funding to IMU.

- **Organisational Outcomes**

An introduction and further development of this new restaurant model format for PBL to other programmes at IMU would have a number of benefits: effectiveness of time, space, manpower and benefits for students' learning. However, proper facilitator training will be necessary for effective implementation.